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ABSTRACT

In November 1994, 24 practitioners from the field of international education and the federal government met to clarify community college goals in international and intercultural education, articulate a clear mission statement, and determine strategies and plans of action. This document provides an overview of the discussions and conclusions reached by participants. First, an introduction describes the role of community colleges in international and intercultural education, pointing to the colleges' community-based and comprehensive mission, and suggests that colleges must develop students knowledge and understanding in the areas of global interdependence; human resources, values, and cultures; global environment and natural resources; global peace and conflict management; and change and alternate futures. The second section describes strategies to ensure that viable global education programs are established nationwide, covering six strategic areas: establishing support among college personnel, business and industry, and the community for global education; utilizing organizational partnerships; harnessing new technologies; consulting with other nations; coordinating efforts among colleges; and celebrating diversity and respect for commonalities. The third section presents a plan of action related to these six areas, and the fourth presents conclusions about the importance of embracing global education. A list of participants, the opening address by Richard H. Stanley, and opening remarks by Ernest L. Boyer are appended. (KP)

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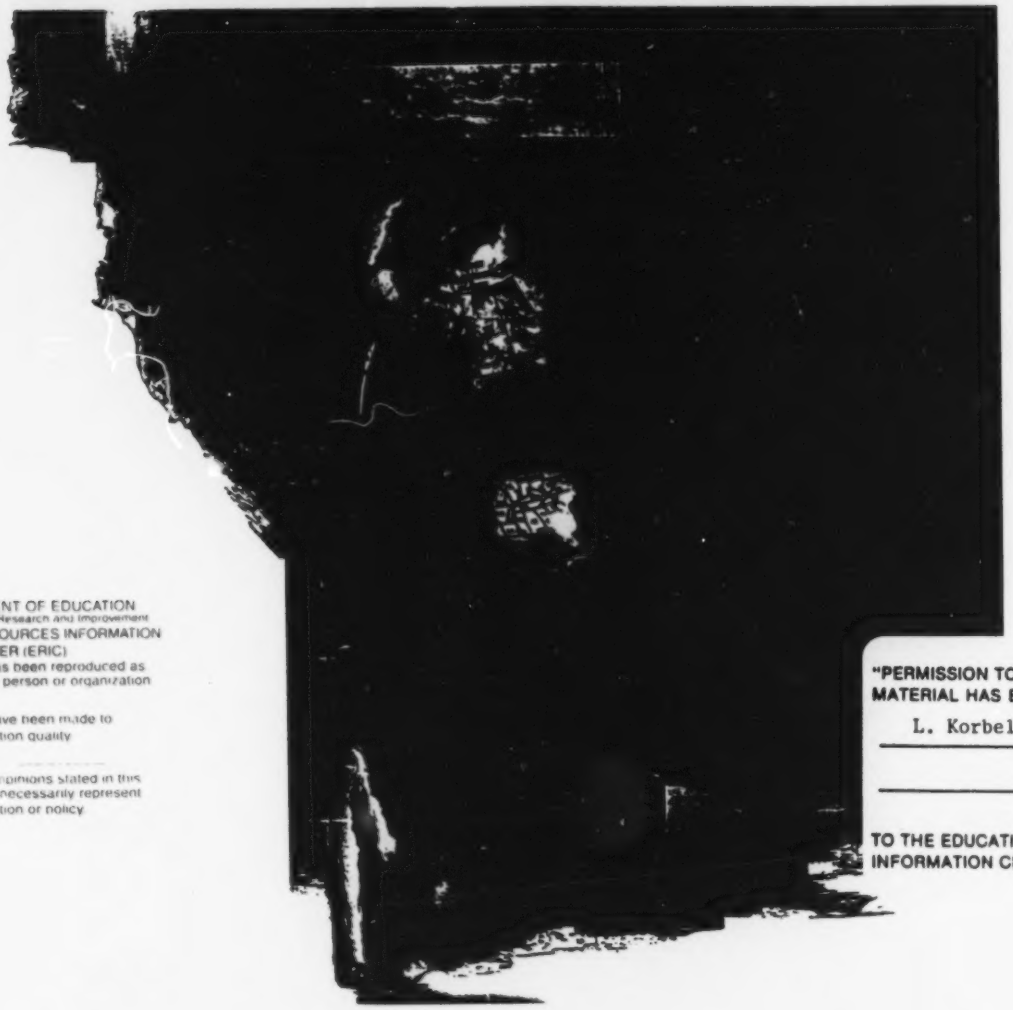
Building the Global Community: The Next Step



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Report of a Conference
Sponsored by the
American Council on International Intercultural Education
and
The Stanley Foundation

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BUILDING THE GLOBAL COMMUNITY: THE NEXT STEP

November 28-30, 1994

Convened at Airlie Center,
Warrenton, Virginia

Sponsored by:

The American Council on
International Intercultural Education

The Stanley Foundation

About the Conference

The American Council on International Intercultural Education (ACIIE) and the Stanley Foundation developed and convened a conference to discuss "Building the Global Community: The Next Step." Twenty-four persons, each representing a key area within the field of international education and the federal government, participated in the spirited, productive discussions.

The objectives of the conference, held on November 28-30, 1994, at Airlie Center in Warrenton, Virginia, were to:

- Clarify community college goals in international and intercultural education.
- Articulate a clear mission statement.
- Determine strategies.
- Construct a recommended plan of action to implement international and intercultural education in all US community colleges.

One of the significant conference outcomes was the adoption of a mission statement:

To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry.

The report which follows is the product of the rapporteurs for the conference. They have attempted to provide the sense of the meeting without attributing specific points to the individuals who made them. All participants and observers have been given the opportunity to review the draft of the report and to provide corrections of a factual nature prior to the completion of the final version.

In the appendices are the transcriptions of two presentations which began the proceedings: welcoming address by Richard H. Stanley, president of the Stanley Foundation; and the opening remarks of Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching. While there are occasional references to these addresses in the rapporteurs' report, it was felt that it would be valuable to include a more comprehensive presentation as well.

ACIIE and the Stanley Foundation encourage use of this report for informational and educational purposes. Any part of the material may be duplicated, with proper acknowledgement.

Production: Amy Bakke and Bonnie Tharp

"To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry."

INTRODUCTION

It is abundantly clear that community colleges, together with the world in which they function, have changed dramatically over the past decade and a half. It is not so clear that public perceptions of community colleges have kept pace with this evolution. Community colleges are the vanguard of global education in America, a fact unnoticed and underappreciated by too many US decision makers and policy shapers.

As proactive, community-based institutions of higher learning, community colleges have long been aware of global changes and their impact on American society. Their very nature and scope have evolved due to the influx of international students, the advancement of faculty expertise, technological advancements, telecommunications, the development of new curricula, and compelling global developments. Many community colleges recognize that the world is not out *there*; it is *here*, in the classrooms and communities they serve. Separating domestic from international issues is no longer an option. This new reality has several key components.

International and intercultural education are the two aspects of what many educators refer to as "global education." "International education" refers to the body of activities which engages Americans in contact with individuals and institutions outside US borders, and "intercultural (or multicultural) education" focuses on undertakings which deal with the rich diversity of cultures within the United States. Taken together, the two currents form the seamless web that many refer to as "global."

Students need and deserve both international and intercultural education. To simply focus on the new world beyond national borders is to miss a vital component of American society. America is a mosaic of people from many lands, justifiably proud of their heritage: culture, language, customs, history, rites, and legends. Multicultural education, which teaches an appreciation and respect for diversity, is essential if this republic is to be truly democratic and whole. Efforts in this area must extend beyond the curriculum to transform the campus environment.

Another reality is that some community colleges are not yet involved in global education efforts. Since these institutions (like individuals) are not mirror images of one another, each one will require a different starting point and program design. This report offers a broad range of approaches, strategies, and actions for their consideration.

Why is global education the mandate now, as we conclude the twentieth century and approach the twenty-first? Why should community colleges and their governing boards embrace the urgency of providing such education for their constituencies? Explicitly stated or not, the community college mission has always been comprehensive, inclusive, and reflective of community needs. In 1988, the Commission on the Future of Community Colleges acknowledged, even proclaimed, the view that community colleges must not only "enhance the dignity and power of individuals," but also "strengthen common goals as individuals are encouraged to see beyond private interests and

place their own lives in a larger context." This larger context aptly defines the world as we know it and as it continues to evolve. The common vision which must be understood and accepted reflects the reality, not an illusion, of a truly global society. We see and are affected daily by this globalization.

Richard H. Stanley, president of the Stanley Foundation of Muscatine, Iowa, during his welcoming address (see Appendix A), stated that the dissemination of information through increasingly sophisticated technology means that we are present at events occurring around the world in a manner which changes the way decisions are made at governmental and individual levels. Certainly, economic activity takes place on an international level; much of business is international business. Historic trade agreements such as NAFTA and GATT are, in fact, the institutionalization of a reality which has existed for some time. Production, too, has been globalized. National boundaries have little to do with the market forces which truly determine where and how goods are manufactured. Similarly, the ability of voluntary associations and organizations to transcend borders and deal with critical issues such as the environment, population, women's rights, and more has been impacted. Much of this can be credited to communications technology which enables participation from every corner of the globe.

Stanley pointed out that the student who is entering today's job market must be prepared to work effectively in this interconnected, interdependent environment. If community college education has not equipped the student for this actuality, the student has been shortchanged and ill-prepared for the world in which he/she lives. It may sound to some like a bottom-line orientation, but the economy speaks to all, regardless of philosophical alignment.

The world is giving us no choice in the matter; the issue is one of survival. Either students become globally literate and capable of competing internationally or their community college, community, and nation will become relatively inconsequential. Therefore, community colleges are obligated to provide global education.

In practical terms, to develop this global competency in their students, US community colleges must provide an educational experience which advances knowledge and understanding in five areas:

- *Global interdependence*: peoples, institutions, and nations are linked socially, culturally, economically, ecologically, and militarily.
- *Human resources, values, and culture*: awareness and acknowledgement of the diversity and the unity of humans.
- *Global environment and natural resources*: respect for the assets which enable humans to live and prosper and acknowledgement of the effects of human actions on the quality of the natural environment.
- *Global peace and conflict management*: determining mechanisms for settling disputes, locally and globally, through peaceful means.

- *Change and alternate futures*: the capacity to envision options for the human experience and to devise innovative methods for realizing preferred results.

Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, keynoted the conference. He asserted in his opening remarks (see Appendix B) that there are three priorities—even obligations—for higher education in this new world: to educate students to understand that we are all different, that we are all the same, and that we are all dependent on one another.

Six target areas identified by Boyer are critical if community colleges are to accomplish the stated mission: educational approaches, organizational partnerships, the technological frontier, consultation with other nations, coordination of community college efforts, and celebration of what makes us different, of what we share, and of our interdependence. Within these target areas, conference participants identified key strategies for community colleges to develop a globally competent citizenry and a plan of action for the implementation of these strategies.

This report challenges community colleges to identify the critical points appropriate for *their* particular institutions and to adopt and implement the action plan necessary to see these to fruition.

STRATEGIES

Participants in Building the Global Community: The Next Step underscored the fact that community colleges educate more than 50 percent of the undergraduates in American higher education. Therefore, to establish viable programs of international and intercultural education will require concerted effort by community colleges on the national and local levels.

Nationally, the community college academy will devote adequate attention and resources toward the goal of implementing such programs on all US community college campuses within the next decade. How will this be accomplished? Participants in the Airlie conference suggested four avenues:

- Community colleges incorporate into their mission statements the imperative recognized at the Airlie conference. That is, global education is imperative if future generations of Americans are to flourish, to compete, to survive.

- The American Association of Community Colleges (AACC) must be empowered and equipped to provide the necessary leadership for community colleges to achieve that mission.

- Political leaders at all levels must be convinced of the decisive role community colleges play in education, economic development, and promoting an appreciation and respect for societal diversity.

- Those already committed to the aims of international and intercultural education must further extend their efforts toward the success of this mission.

Community colleges serve the community, broadly defined. Yet many Americans are either unaware or skeptical of the need for, intent, content, and desired outcomes of global education. All too common are the misperceptions that global education is a euphemism for travel to exotic locales by a chosen few, or that international students in US classrooms somehow deny access to American students, or that educational resources ought to be restricted to a basic curriculum directed toward helping students get a good job. To educate local communities, therefore, strategies should focus on the following key themes. Community colleges must:

- Equip students to build a life, as well as to make a living.

- Infuse global education perspectives and content into all courses, a vital part of that life and that living.

- Help their public understand that the major imperative is economic. America is competing in the global marketplace. Students must be introduced to and become competent for this rapidly changing world.

- Make communities aware of community college capabilities and capacities such as their commitment to open access and to community outreach, their ability to provide quality education at relatively low cost, their flexibility in response to changing needs, their

role as a training ground for businesses seeking to compete in the international arena. A media strategy is essential to meet this goal.

- Develop initiatives to help constituents, funders, legislators, and businesses understand the vital local presence of their community college.

- Acknowledge the necessity for new educational programs for a variety of audiences, based on an understanding of local circumstances.

- Involve the community in their global education activities, making effective use of local resource people.

Organizational Partnerships

In the national arena, it is critical that community colleges strengthen existing partnerships and create new ones with appropriate public and private institutions. Two objectives are envi-sioned: to enhance effectiveness of advocacy efforts and to engage in dialogue for the coor-dination, planning, and implementation of global education programs. Community colleges are increasingly successful in acquiring funding through agencies such as the US Department of Education, USAID, the National Endowment for the Humanities, the East-West Center, and others, to implement programs at home and abroad. Projects have dealt with environmental and health-related issues, language acquisition, economic development, and workforce training.

State and regional consortia from coast to coast have recognized the value to be gained by pooling resources to offer joint programs and to cosponsor activities. In Illinois, for example, the Illinois Consortium for International Studies and Programs has been highly successful in developing programs which benefit both the community colleges and the several four-year colleges and universities within its membership. A noteworthy illustration is an ongoing program of curriculum development workshops which brings together community college faculty and experts from university area studies centers to focus on a designated world region.

Locally, community colleges must develop an action plan to cultivate relationships with city, county, and state groups and organizations to involve them in the advancement of global education. These may include trade associations, chambers of commerce, ethnic heritage societies, state departments of commerce, and more.

The Technological Frontier

There is enormous potential for new and emerging technologies to promote both awareness of and support for global education. The future has arrived with distance learning programs, the ability to collaborate in the classroom and in research via the Internet, listserves, and bulletin board services, for the dissemination of information and for interactions among faculty, students, and scholars. Already a US class studying British literature is engaging in electronic discussion with literature students in the United Kingdom and microwave networks

like TELELINK in Iowa are bringing students in remote locations together to learn in the electronic classroom. At Glendale Community College in Arizona, students monitored the Moscow Revolution via live communication updates on the Internet.

The challenges will be to provide computer access to those who lack it, as well as to increase availability and quality of training for faculty and students to prepare them for the communications and research capabilities afforded by the technology.

In local communities, the appropriate technology, including computers, must be made available to train and educate the community, broadly defined. Communications technology has unleashed the vast power of information access. The empowerment of individuals is of enormous importance, but there must be broad-based discussion on campuses to ensure that wise decisions are made about technology's relevance to the institution and its community.

Consultation With Other Nations

The AACC and other members of the community college academy must engage in regular dialogue with higher education officials and practitioners of other nations to share information, strategies, programming concepts, and research of mutual interest and benefit. This means that, at the local level, each community college will need to develop a plan of action to establish a comprehensive program of exchanges of faculty, staff, and students with institutions abroad. There are models of successful exchange programs at reasonable cost to be shared with institutions seeking to initiate such programs. Funding sources such as the Fulbright programs, the National Security Education Program, and others are available to subsidize the cost of exchange and study abroad programs. Community colleges must claim their rightful share of this support, encouraging participation of students, faculty members, and administrators in the broad range of programs open to them.

Coordination of Community College Efforts

The lack of a single voice at the national level to advocate for community colleges is a product of the decentralized model of leadership which currently exists. Many organizations direct differing aspects of international and intercultural education, sometimes overlapping, sometimes in distinct realms. This fact does not diminish the reality that much has been and is still being done to advance the goals of international and intercultural education in community colleges. Nonetheless, this condition results in confusion about who really represents the broader community college interest.

Clearly, it is vital that the AACC, in its position as the institutional and professional membership organization for community colleges, provide effective leadership for the academy in advocacy, coordination, dialogue, planning, and implementation of global education programs. There has already been significant movement in the AACC toward acknowledgment of the high priority which needs to be given to international and intercultural education: The Commission

on International Intercultural Services begins to function in early 1995 in an advisory capacity to the AACC board; and a staff position has been authorized to work directly on international and intercultural matters with the Director of Academic, Student, and International Services. With AACC leadership in place at the national level acting in concert with the Association of Community College Trustees (ACCT) and community college international and intercultural organizations, it becomes achievable to unite the efforts of the higher education community through a carefully sculpted national vision.

It is also the case that within individual community colleges—even those that may have quite a bit of international and/or multicultural activity taking place—one office or department may not know about projects taking place in other areas of the college. Improved internal communication and coordination will be required to facilitate awareness of the nature and scope of international and intercultural education efforts on campus, as well as to enhance participation throughout the college community.

Celebration

American society consists of a rich, valuable, and unique array of races, creeds, and colors. Some rejoice in differences; others are threatened by them. Unquestionably, the time has come to celebrate national diversity while looking for new ways to strengthen unity and mutual respect for commonalities, values, and cultures. Amid the formality of organizational structures, institutional accountability, curriculum review, and advocacy for representation and funding, it is vital that we make time to honor the human community and our common condition.

We are a local community, a nation, a world of people with common problems and fears, hopes, and dreams. We each cherish life, family, and a value system that encourages morality, stability, and peaceful relations. We are diverse, yet similar. Let us celebrate this richness, bringing together international and intercultural education in our colleges.

PLAN OF ACTION

Since no single approach or strategy can address all of the opportunities and obstacles to global education, conference participants suggested a variety of actions for implementation. Community colleges must decide on the basis of their local circumstances where and how to become involved. Let us return to each of the six strategic areas previously defined.

Education

There are a variety of influential individuals within each college and community fully capable of advancing a vital, exciting, and relevant global education program. Short of their endorsement and leadership, only limited results can be expected.

- In every community college, the president and the trustees are the primary agents of change. Efforts must be made to convince them of the value of an integrated global education program on their campus. They, in turn, are well positioned to educate their citizenry about the need for and the benefits of such education.

- Faculty, too, are indispensable to the successful design and implementation of global education programs. Opinion shapers in the classroom and community, faculty must be committed to and assured of support for their efforts to globalize the college curriculum and campus environment. Special efforts need to be directed to the professional development needs of adjunct faculty, who comprise a significant portion of the community college teaching staff. Existing grant programs frequently exclude them from eligibility for study or exchange programs.

- It is important to excite and involve communities in global education. The business community needs to be apprised of the expertise in residence at its local community college; community college specialists in technical training should routinely participate in regional and state trade delegations to other countries. One avenue for initiating such involvement is to secure a liaison role in trade associations which bring together representatives of business and industry, along with economic development and commerce officers of state and federal governments. Another is to establish local international and intercultural advisory committees to maximize access to community expertise.

- Community college campuses should involve their students, both American and international, in the planning and realization of activities to internationalize and pluralize the curriculum and promote cross-cultural sensitization.

- Present times demand accountability and measurable outcomes. It is essential to assess the cost-effectiveness and outcomes of international and intercultural programs and to share those assessments within the institution and with the greater community. Follow-up studies and annual reports, as well as judicious use of the media will help to focus attention on these programs. All are productive means of spreading the word.

Organizational Partnerships
Many institutions and groups throughout America are discovering the mutual benefits of cooperation. They are searching out and finding new partners to share costs, expertise, and clerical services to advance worthwhile programs.

In this time of diminishing resources, community colleges must approach local and state groups, both public and private, with new opportunities for cooperation. These partnerships will allow all of us to help each other to reach larger and more diverse audiences and to develop comprehensive projects. This gives community colleges the opportunity to enhance their reputation as reliable professionals with global education expertise. Examples of such cooperation include working with:

- Four-year colleges and universities and secondary schools. Individual community colleges have collaborated with institutions such as Georgetown University to become involved in the Central America Scholarship Program (CASP), the Cooperative Association of States for Scholarships (CASS), and other USAID programs. In some states, consortia have been formed to formalize such partnerships to the mutual benefit of all parties. In the Pacific Northwest, for example, the Northwest International Education Association brings together public and private two- and four-year colleges and universities to promote global education. The Illinois Consortium for International Studies and Programs, as mentioned earlier, is another such group which has successfully developed relationships with colleges and universities and which has provided outreach programs to the schools.

- Local and state agencies involved in international trade, economic development, and education: chambers of commerce, district offices of the US Department of Commerce, state commerce agencies, private sector international trade associations.

The Technological Frontier
New technologies are progressing at a rate far in excess of manageability. Hard decisions are being made as to which technologies are best suited to support global education at any individual institution. Other considerations include costs, extent of local expertise, and likely benefits to the organization.

Because of this rampaging, exciting, and exceedingly valuable onslaught of technology, community colleges must lead the way. They can:

- Provide technical assistance to local businesses by training workers on campus or in the work place through seminars and demonstrations of the latest in technology.

- Join the Internet and participate in that expanding network for communications, information access, and research.

- Through distance learning technology, make it possible to bring courses and programs that open new horizons for students even to geographically remote areas.

The ACIIE is currently developing a listserve on the Internet to facilitate communication among community colleges engaged in international and intercultural education.

An outcome of the Airlie conference is the scheduling of a national interactive teleconference for fall 1995. It will reach a vast audience of community college administrators, trustees, faculty, and students concerning the goals of global education.

Consultation With Other Nations

A growing list of nations throughout the world has become vitally interested in the effectiveness and workings of American community colleges. These nations that are without two-year higher education institutions now understand their immense value to societal development and prosperity: quality education, ease of access, low cost, availability of credit and noncredit programs of study, commitment to outreach and community service.

US community colleges are in a unique position to capitalize on these comparative advantages. Thus, they should proceed to:

- Develop exchange programs for faculty and students.
- Provide a variety of study abroad opportunities for students in all disciplines, including vocational and technical programs.
- Strengthen and expand faculty and staff development programs for those who lack experience in global education.
- Cooperate with local Sister Cities International and other appropriate organizations by offering cosponsored courses and programs.
- Engage in sister college relationships with higher education institutions in other nations.
- Provide the technical training and expertise to establish community colleges internationally.

Local businesses are now reaching out around the globe. These leaders and planners understand the nature and prospects of a global economy. They are in the process of developing strategic plans and a workforce capable of competing and cooperating with a growing number of power centers throughout the world. They know that their corporate survival will help determine the survivability of the local community.

Once again, community colleges are uniquely positioned to play a major role, to lend assistance, and to provide necessary expertise to help ensure local continuity in the years ahead as they:

- Organize training and research exchanges for local business and industry.
- Conduct a variety of interdisciplinary global education classes for employees.
- Create opportunities for international students to explain their national culture, heritage, and practices.

- Share knowledge and insights obtained while faculty and students studied and worked abroad.

Coordination of Efforts

The AACC is to be commended for its recent efforts to give new prominence and emphasis to international and intercultural education at the national level. Conference participants, however, call upon the AACC, in partnership with the ACCT, to accelerate and expand such efforts through these actions:

- Draft and adopt a statement that global competency is at the core of education.

- Forge new and/or strengthened alliances with business, governmental, and educational associations such as the Department of Education, the Department of Labor, USAID, USIA, the Federation of State Humanities Councils, the US Institute of Peace, the Title VI Coalition, the National Governors' Conference, the National Conference of Mayors, and more.

- Employ senior-level international education officers to advocate for the community college global education mandate in the offices of both the AACC and the ACCT.

- Provide senior-level representation at a wide variety of national and international gatherings to add the voice of community colleges to the proceedings of such groups; e.g., the Alliance for International Educational and Cultural Exchange.

- Reinforce and support the actions of community college presidents as they initiate global education programs on their campuses.

- Provide continuing education forums on global education for presidents.

- Host a conference for appropriate federal agencies, NGOs, and national education bodies to articulate ways to further the mission of global education in community colleges.

A positive step has taken place at the US Department of Education where the position of community college liaison has been created to provide leadership and facilitate connections between community colleges and the department's programs.

Obtaining resources to fund international and intercultural programs has traditionally been problematic. Creative ways to maximize available resources and to gain access to new ones are essential. Some community colleges have been successful in financing their home-based international and intercultural education programs with revenues earned from international operations: fees from international students, contract training programs, and more.

Clearly, federal and state funding which is directed toward postsecondary global education should be available to community colleges in proportion to their share of the undergraduate population.

Consortial efforts may be spurred on by catalytic funding to set programs in motion. When multiple parties come together with varied responsibilities and interests, start-up funds often are a more viable approach than sustaining funding.

Celebration

Community colleges are ideally positioned to provide opportunities to celebrate diversity and heighten mutual respect for commonalities. Whether it is an interim term between fall and spring semesters, a week, or a few days, colleges need to declare a timeout, during which conversations can focus on global issues of mutual concern. The age of specialization has fragmented the higher education process to the degree that students rarely have occasion to spend time with their peers discussing topics that will have impact on all their lives. This is a particular necessity for community college students who have work, family, and community commitments in addition to their academic responsibilities.

Colleges can also convene Chautauqua-style forums to bring together the citizens of their communities for an exchange of ideas about global concerns, common problems, affinities, and new opportunities to build communities worldwide.

CONCLUSIONS

The challenge put forth by the Airlie conference to internationalize colleges requires the affirmation and action of all American community college leaders. Certainly, there are obstacles to be overcome. Many of them have been identified in these pages. At the same time, this report acclaims the factors that favor accomplishment of these goals. Students are recognizing the nature of the world they will inherit. The presence of international faculty and students enriches campus life. Faculty coming up through the ranks bring an enthusiasm, competency in technology, and the perspective of global awareness to the classroom. In US communities, service organizations, business and industry, state and local development commissions, and other educational institutions stand ready to work with community colleges, awaiting their contact.

The American Council on International Intercultural Education, the American Association of Community Colleges, the Association of Community College Trustees, and the Stanley Foundation have already begun the process of disseminating this report with the intent of engaging the community college academy and others involved in international and intercultural education in purposeful discussion of these goals and how best to achieve them.

The times call for bold leadership, judicious risk-taking, and design of a vision to propel and accelerate global education initiatives across America. Global education is an economic issue, but it has geopolitical, social, environmental, and human urgencies/components, as well. Influential people must educate and convince other influential people, in both the public and private sectors, of the need, value, and benefits of such education. Now it is imperative for all community colleges to join in addressing the mandate to prepare students to live productively and with distinction in the global society. And while calling on other leaders to lead, the participants in *Building the Global Community: The Next Step* accept individual responsibility to involve themselves in this vital process.

Participants

Barry Ballow, Director of Fulbright Programs, USIA

John T. Blong, Chancellor, Eastern Iowa Community College District

Ernest Boyer, (Keynote Speaker), President, Carnegie Foundation for the Advancement of Teaching

Joan M. Claffey, Director, Association Liaison Office for University Cooperation in Development

Carole Cowan, President, Middlesex Community College

Betty Duvall, Community College Liaison, US Department of Education

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Mathilda E. Harris, Director, Center for International Development

Howard Kelley, Trustee, Florida Community College at Jacksonville

Maxwell C. King, Chairman, Community Colleges for International Development; District President, Brevard Community College

Lydia Ledesma, Vice President for Instruction, Hartnell College

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Tom Norton, President, Association of Canadian Community Colleges

Vaughn Sherman, Past President/Chairperson, Association of Community College Trustees

Richard H. Stanley, (Welcoming Address), President, The Stanley Foundation

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Joyce S. Tsunoda, Senior Vice President and Chancellor for Community Colleges, University of Hawaii Community College System

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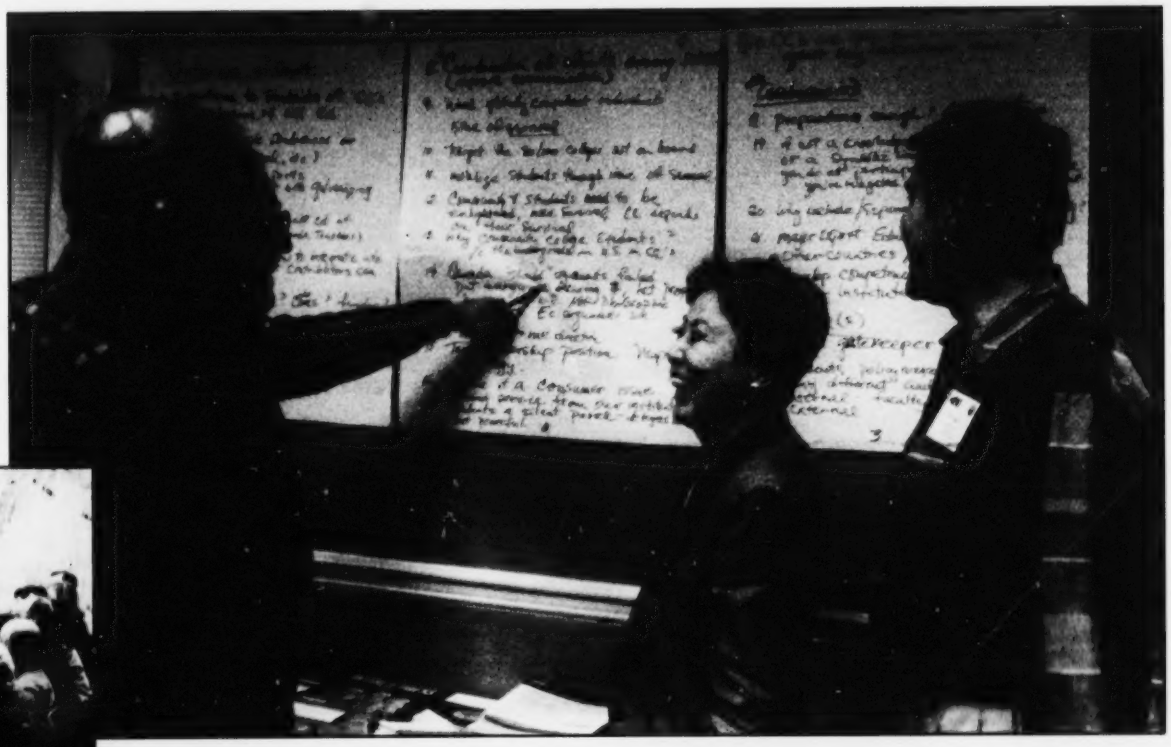

A Beginning Conversation...

The ACIIE and Stanley Foundation brought together for the first time leaders of community colleges, government, and nongovernmental institutions to begin a conversation on the role of international and intercultural education in community colleges.

Discussions led to strategies and a plan of action for community colleges to take the next steps toward active participation in building the global community.

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Appendix A
Welcoming Address

by Richard H. Stanley, President,
The Stanley Foundation

I'm delighted to be here and to add my welcome to all of you. An outstanding group of people is assembled, and I'm anticipating that the results of this conference will be very usable and helpful in advancing international and intercultural education.

Why is the Stanley Foundation working with ACIIE in an event of this nature? The Stanley Foundation was formed in 1956 as a private operating foundation. Throughout most of our history we've conducted a variety of programs in policy, outreach, and communications; and we publish the magazine *World Press Review*. We've done this to promote a secure peace with freedom and justice. Over the years we've become increasingly convinced that this goal requires a globally competent citizenry. As a former community college trustee, I've been involved with the "colleges of the people"; and I am fully convinced that community colleges have a critically important role in developing globally competent citizens, not only through the graduates of their formal programs but also through community outreach across the country. So I hope:

- that the deliberations of the next couple of days will have some very positive outcomes;
- that we will affirm the role and importance of international and intercultural education or, as I prefer to call it, global education;
- that we will seriously explore ramifications and approaches to international and intercultural education. What works? What doesn't work? How can we do it better?
- and finally, that we will develop some rather concrete and specific action proposals that will help to improve the ability of community colleges to carry out this role.

As we approach the twenty-first century, we need to ask what it means to be globally competent. And to answer this, we must first understand how is the world changing? What kind of a world is out there, and how do we help people become globally competent in that world?

I earn my living as a consulting engineer and some 25 percent of our practice is international. Over the years we have worked in some seventy different countries around the world, most of them developing nations. That, along with the work we're doing in the foundation, offers an opportunity to observe major tidal changes in the world in which we live. One significant development is the ending of the Cold War. Throughout the adult lives of most of us here in this room, the Cold War has been the organizing imperative of US foreign policy. We developed our foreign policy in large part on the basis of what was needed to counter the threat posed by the Soviet Union. This supported the rise of a small and elite foreign policy establishment centered in Washington, DC, that was presumed to have inside information, and to know what was going on. Because the stakes were so high—human survival—we followed their directions, we did what they told us to do, we didn't need to think for ourselves.

Thank goodness the Cold War has come to an end. But with it has come many other changes; the pond is unfrozen. Many disputes and conflicts that previously were kept under a pressure cooker lid are now boiling. The world is different.

Information is increasingly globalized. National governments used to be able to control the information their citizenry obtained. That's no longer true. We can think of the Tiananmen Square incident where faxes were moving back and forth between other countries and China. People within China were getting information from the outside world. Consider the Gulf War and how much of the war we saw on the television screens in our living rooms. Now, with modern electronic capability, people can know people around the world. People can access large amounts of undigested information and data. This changes the climate for national decisions. Information technology pervades not only international affairs, and the workings of governments, it pervades our daily lives.

I serve on the board of HON Industries, a manufacturer and marketer of office furniture. When HON makes deliveries, the deliverer reports electronically immediately on what was delivered. This gives rise to the kind of incident that happened some months ago. The delivery report was relayed to the central computer and matched with the order. The delivery was short a couple of items. Soon, a phone call went to the purchaser to advise of the shortage and a new delivery method and schedule for the missing items. All of this took place before the customer had even inventoried the order. The customer was advised of the solution before he knew there was a problem. This kind of use of technology, this information, affects the way we live, work, and interact. Each of you can add many examples of this from your own experiences.

Another significant change is globalization of economic activity. Too often, we still think geopolitically—that trade is between nations—that the nation-state determines economic activity. Today, that's far from the truth. Some trillion dollars per day is exchanged internationally. That's roughly one hundred times the amount of cash flow required to finance the actual trade that is taking place. And it is really beyond the competence of any national government, even the most powerful, to control or perhaps even be fully aware of these capital flows. Trade and commerce move across national borders with few impediments. In the next couple of days, the US Congress will vote on ratifying the GATT agreement. GATT is not something new. This agreement is not really changing what's happening in international trade. Rather, it is more a recognition of what is already taking place. In the Northwest, the Pacific Northwest Economic Region, consisting of five US states and two Canadian Provinces, has been formed. These states and provinces, acting independently of their respective national governments, are moving to harmonize state and provincial law so that they look as much as possible like a common market area to those with whom they trade. They focus primarily on the Pacific Rim. They often view national governments as more of an impediment than a help. David Pierce, president of AACC, referred

to some organizational activity with Canada and Mexico. Such developments occur more and more frequently with no significant involvement of national governments. Production is also being globalized. Multinational companies are locating production facilities on the basis of markets, costs, transportation, and resources. This, too, is independent of control or direction by national governments.

Market economies are on the rise throughout the world. One of the outcomes of the ending of the Cold War is that centrally planned and controlled economies have been eclipsed by market economies. There has been a clear demonstration that market forces do a better job of allocating resources and promoting efficiency. The role of the nation-state is changing. Their competence—ability to control, ability to even know—is eroding. National borders are increasingly porous. Increasingly, the role of the nation-state is far less dominant than in the past. Along with this, there has been a great flourishing of the interactive society—civil society—voluntary networks and associations. David Pierce reeled off a long list of organizational acronyms. In nearly every field of human endeavor, a multiplicity of organizations is working to exchange information and to collaborate on various programs and activities. We've seen some recent examples of how effective these can be. The UN Conference on Environment and Development, which took place in Rio a couple years ago, was an instance where non-governmental organizations, predominantly environmental ones, really set the agenda. They were effective enough to turn President Bush around on the question of whether or not he would go to Rio. They put proposed conference documents on Internet, making them available to people around the world so that they could, in turn, communicate with their official national delegates at the conference. We saw the same thing at the Conference on Human Rights in Vienna and the Conference on Population and Development in Cairo. And we will see it again this fall in the Beijing conference on the role of women.

Voluntary networks and associations have always been around. deToqueville wrote about them; but today's technology makes it possible for these associations to collaborate, to communicate, and to become transnational.

Nearly twenty years ago, futurist Alvin Toffler was prescient in describing this new paradigm. In 1975, in testimony before the US Senate Committee on Foreign Relations, he stated:

> [W]e need to think in terms of the creation not of a single center, or a single world government that will someday govern the nations of the world, but rather in terms of [a] self-regulatory network of transnational institutions.... The nation-state, far from being crucially important for solving problems, is increasingly becoming an obstacle. Too small to cope with transnational realities, it is too big to deal effectively with [the] main subnational problems.... As the super-industrial revolution advances, the high technology nation-state begins to lose

> control at both ends. In short, power moves up to transnational and down to subnational levels at the same time.... [O]ne of our [United States] goals ought to be to find a way to strengthen the NGO [nongovernmental] sector of the international system.... [T]he NGOs form the potential for any number of temporary, mission-oriented consortia that could be brought together, whether they are environmental organizations or scientific organizations or organizations concerned with community development or food or whatever the issues are.

In short, we are in an era of interconnectedness and interdependence. We are witnessing the globalization of nearly everything. Hierarchy is declining in role and effectiveness. Command and control systems no longer work very well. People no longer draw their identities from institutions like the nation-state or the church. Decision making and decision implementation are increasingly becoming decentralized. Interactive civil society is on the rise. And it is in and for this kind of changed and changing world that we must accept the responsibility of preparing a globally competent citizen.

These changes are occurring in the workplace as well as in larger society. Multiculturalism and diversity are now commonplace. Two weeks ago the HON Industries Board of Directors met at its Southgate plant in the Los Angeles area. We toured the plant and were impressed by plant workers who presented the results of some of their work improvement teams—dealing with quality, safety, and production. The company members at the plant are drawn from four distinct racial groups and, if one divides that further in terms of cultural ethnicity, many more. At least eight different languages are spoken. This is the workplace of today and even more so of the future.

Industry is decentralizing decision making. A lot of attention is being given to total quality management, to quality improvement, to customer satisfaction, to continuous improvement in performance. And often this involves decentralized teams of the workers who are involved in the process or activity being reviewed. They are being asked to contribute their knowledge and their understanding to improve the way things are done. Most people working today are in jobs and markets where there is global competition and where there is a great deal of interaction and communication. We shortchange today's students if we don't help them become globally competent, if they're not prepared to work successfully in this new interconnected, interdependent globalized environment.

What then, does it mean to be globally competent—to be able to live and work effectively in this new and changing era? It seems to me that we need citizens who are knowledgeable about the world and who possess skills, values, and commitment appropriate to the support of quality, long-term survival of all human beings.

Drawing upon the Iowa experience in global education, it seems to me that the globally competent citizen must have an adequate

awareness, understanding, and a comfort level in at least five areas. The first of these is global interdependence—the condition of interconnectedness that exists among people, institutions, and nations. These connections are of a social, cultural, economic, ecological, and military nature. They operate to shape world events, trends, and the condition of life. Second is an understanding of human resources, values, and culture—the abilities and beliefs and social systems of peoples throughout the world. This includes an awareness of both the diversity and the commonality of human beings. Third is an understanding of global environment and natural resources issues. These are the assets which shape the ability of humans to exist and prosper. Recognition that human activities affect the quality of the natural environment is central to this theme, as is the recognition that the environment shapes the very sweep of human events. Understanding that the existence, location, and utilization of natural resources is a key element in the study of human behavior is critical as well. The fourth element is the concept of the value of peace and conflict management, including the processes by which disputes both at the local and global level can be settled without or with a minimum of violence. Fifth is the concept of change and alternative futures. Globally competent citizens must be able to envision and to choose from among the various possibilities of human existence. They must have the energy and creativity to design systems and take actions to meet desired outcomes.

If the citizenry has a clear awareness, understanding, and comfort in these five areas, there is a far better chance of building the kind of community we seek—a community where there is a secure peace with freedom and justice.

So I end these remarks with a great deal of anticipation. I am eager for our discussions. I'm hoping that we will succeed in affirming the vital role of international and intercultural education in developing a globally competent citizenry. I hope that we will be able to explore how this is done most effectively and discuss what should be the role of the community college system. Finally, I hope that we will develop concrete action plans to make the goal of a globally competent citizenry more of a reality.

Appendix B
Opening Remarks

by Ernest L. Boyer, President,
The Carnegie Foundation
for the Advancement of Teaching

The year was 1988. I was out of bed at 5 a.m. in a thatched roof hut in the Belize jungle, where my son and his family live. I was then driven ten miles over an impassible road in a pickup truck. It was then on to a local bus—an abandoned school bus held together with baling wire—for the ride to the nearest village. Two hours later, I stood in an open field, waiting for a single-engine mail plane to fly me to Belize City. Later, I caught a flight to Houston, Texas, and then another one to Las Vegas, Nevada, where I was to present "Building Communities" at the annual convention of the American Association of Community and Junior Colleges.

That was the single most culturally confused day of my life—from a tiny Mayan village to Las Vegas, the heart of civilized society.

I was bewildered. Had I left or approached civilization? What were the value systems I had encountered? What commonalities did our two cultures share? How were we different? Why was that important?

This story raises the issue of the role for community colleges in building community, both local and global. Community colleges themselves are fast becoming global villages due to a variety of reasons: growth in numbers of international students on campus, regular exchange programs for faculty and students, local business pressures for the institution to teach global education, and the fact that community colleges know the value of building community. For it is in the classroom where civility, engagement, and understanding begin. No one in this room, but all too frequently the rest of the nation, forgets that community colleges educate over 40 percent of the students in higher education. They are also the most energetically committed continuing education institution in the country. Community colleges educate America as no other institution is inclined to do; and they educate for the next century, not the last.

Community colleges are, therefore, uniquely positioned to help us all better understand the implications of diversity, connectedness, and dependency.

Frankly, I am increasingly disturbed by a growing parochialism, an isolationist attitude, that would move us back a century rather than forward to the next one. We had an inspired view of internationalism in the 1950s. There was the Peace Corps, the Marshall Plan, the Truman Doctrine. These programs stirred higher education and moved our thinking beyond national borders. Then the Vietnam War caused us to retreat.

America is now at the crossroads. We will either rediscover our relationships globally or develop the dangerous and sometimes fatal attitude of isolationism. This country is struggling in its own soul as to whether we are a part of the larger human community. We are so big that we have the illusion that we can be isolationists. We dare not try to live with that delusion and fail to confront the human community and its future.

So today I propose six priorities that seem to me to be at the heart of what I call a community college master plan. A plan to help them build community at home and abroad.

The first priority is educational. Building the global community begins with students. And the ultimate objective of education is to discover connections, to affirm our connections economically, recognizing that we are all dependent on one another. The GATT treaty is only the current headline. This morning I read in the *Washington Post* that it was too late for Congress not to approve GATT; the negotiations had already run way ahead of government, which is increasingly the way government is perceived.

Ecological interdependence seems to me to be a foregone conclusion. National boundaries cannot stop the impact of environmental degradation.

Issues concerning schooling also have become international. Because of the end of the Cold War, I believe for the first time in human history, we are going to be able to engage in an educational conversation that is global. Simply stated, we are now interdependent ecologically, economically, and educationally.

What does one do in a community college to deal with these issues? I do not believe that internationalism means a new set of courses. I think rather that it means teaching internationalism across the curriculum. Whether you are discussing science or religion, history or art, civics or economics, the human agenda penetrates them all. None of these issues is nation-specific. The challenge of the curriculum for the next century is to ensure that the entire curriculum recognizes both the universalities of the commonalities and the inevitability of interdependence.

Classrooms can also increasingly become laboratories for globalism. For example, the Maricopa Community College network has 126 different countries represented in its classrooms. Students from other countries can be the most authentic teachers about their own cultures and traditions. It is an effective way to help all students understand the nature of the world.

I would also like to see community colleges occasionally declare a timeout from their regular schedule to have a several-day, campus-wide focus on global issues that confront us all, either in short- or long-term. It's exciting to think about having conversations about issues that transcend single topics and isolated subjects.

In the end, educating for a global community has to do with attitude—the attitude that we relate to one another. That attitude among graduates will produce a more literate and thoughtful population. This will not occur, however, through special courses, but rather by changing the way academics think about their work.

In educating for a global community, three principles must dominate: to help students understand that we are all different, that we are all the same, and that we are all dependent on

one another. Our students need to understand that a society sustains itself only to the extent that it celebrates the uniqueness of every individual. And, the last thing we can abide in an increasingly interdependent world is to ignore the diversity that makes us what we are and who we are. That difference has both cultural and individual components. We must help students understand a diversity that is both local and global.

At the same time, while we are all different, we are also all very much alike. Students must understand both sides of our existence, and I have settled on eight commonalities that I believe are shared by all people on the planet.

- First, we all share the same life cycle. We should be much more attentive to the conditions that give rise to birth, that sustain life, and give dignity even to death itself.

- Second, we all use symbols, language, to communicate with one another. The need to reach out is fundamental.

- Third, we all respond to the aesthetic. There is something deep in all of us that responds to beauty.

- Fourth, we all have the capacity to recall the past and anticipate the future. We are the only creature who has this God-given skill to place ourselves in time and space.

- Fifth, we are all members of groups and institutions.

- Sixth, we all engage in producing and consuming. Work is universal. Wherever you are, people organize themselves to carry on their work.

- Seventh, we are all connected to nature.

- Eighth, we all search for meaning.

Yes, we are, in fact, members of something called the human community. This human community shares eight essentials that define the nature of our humanity. There certainly is a shared agenda that brings us all together.

Community colleges have an unusual opportunity not only to educate enrolled students but also to begin to create forums in their own neighborhoods for citizens to think about Century 21. Colleges could take on as their essential mission local conversations about global education. Community colleges are, after all, the people's colleges.

Finally, community service should also be part of a student's global education.The experience will move students from classroom theory to practice, where they will relate with other citizens across lines of culture, economics, and age. This, by itself, will help develop the sense of global relationships even within the neighborhoods where they live. To better understand our own communities is one way to better understand the world.

The second priority is collaborative. Educators around the world should plan together, and it is not unrealistic, I believe, to suggest that all

community colleges establish interinstitutional partnerships with colleges in other countries. Such partnerships should include administrative planning, scholarly connections, and faculty and student exchanges at all levels.

A third priority is technological. Today there is no such thing as domestic or international knowledge. There is only knowledge. The explosive marriage of computers and telecommunications now forces us to rethink the fundamentals of our educational philosophy. We are moving quickly away from the old paradigm that information could be stored, owned, passed on in bits, and charged for. Educators must be aware that it will be impossible for anyone to own knowledge. Harlan Cleveland says, "Knowledge has endless leakage." The consumer, not the sender, is in charge. Peter Drucker wrote in a recent issue of *Atlantic* magazine about the "knowledge society." Community colleges might be thinking about developing international colleges in which students are engaged in exchanging information, and faculty are organized around shared ideas. For example, it will be possible for a student in China and a student in Illinois to engage in conversation as easily as if they were sitting in a Chicago classroom. Thus, for the first time in human history, we have the capacity to literally create a global classroom.

The fourth priority is consultation. The community college is, I am convinced, the educational institution for the next century; and other nations are increasingly interested in these remarkable institutions. Many foreign countries know they must expand access to education for their people. They also know that community colleges link theory and practice, and that they are a part of economic and community development. Community college educators surely need to develop a strategy to assist other nations as they seek to provide an expanding and comprehensive college system.

The fifth priority is the urgent need for coordination. We need a master plan for global cooperation in education. The world is becoming a global community. It is unthinkable that we will not have "networks of institutions" that collaborate with each other. There is a temptation to drift along, to not take the lead, to not take the responsibility to develop a vision. We need leaders who have a larger view—leaders who think globally and can imagine a better tomorrow for education, cooperation, and coordination. I really do believe the time has come to go beyond the "piecemeal" approach to international cooperation. The community colleges should lead the way in coordinating efforts among separate institutions—not to restrict campus efforts but to assure that the whole is greater than the separate parts.

The sixth priority is celebrative. In the end we should rejoice in the majesty of the human race and conditions that we share together. We need to take time to celebrate ourselves, to celebrate the potential of this rich and diverse globe. There is something deeply spiritual about this human community, if we could only understand the roots.

In 1974, I took a group of students to the Soviet Union. We were in the middle of the Cold War

and yet seated with thousands of Russians at the Bolshoi Theater, enjoying a children's theater group. We watched the evening production of *The Wizard of Oz*. At the end of the production, the cast came out for their curtain call. Our students from the State University of New York sang "Somewhere Over the Rainbow" in Russian. It was one of those moments that cannot be captured or even described, except to say that everyone cried. For one fleeting moment, the Cold War was over. I wondered why artificial barriers cause us to feel the absence of connections and how we might find ways to occasionally penetrate the structures, institutions, and politics to join together at a fundamental human level.

Community colleges will surely help to shape the future. It is their opportunity and responsibility to educate their students about the interdependent world in which they live, to build interinstitutional partnerships, to incorporate new technologies into their schemes, to consult worldwide, to coordinate their effort, and above all to celebrate the humanity we share.

THE AMERICAN COUNCIL ON INTERNATIONAL INTERCULTURAL EDUCATION

The American Council on International Intercultural Education (ACIIE) is the affiliate council of the American Association of Community Colleges (AACC), with membership comprised of approximately one hundred colleges involved in international and intercultural education. ACIIE shares expertise and provides information on topics such as cultural diversity, multicultural relations, foreign student recruitment and exchanges, faculty exchanges, professional development programs, and funding opportunities for international and intercultural activities. ACIIE helps community colleges cultivate educational partnerships and participate in programs with organizations worldwide. ACIIE pursues this mission through annual conferences, a bimonthly newsletter for its membership, teleconferences, and other programs and activities which foster the dissemination of information and networking among members.

Additional copies may be ordered through ACIIE:

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THE STANLEY FOUNDATION

The Stanley Foundation is a private operating foundation that conducts varied programs and activities designed to provoke thought and encourage dialogue on world affairs and to promote secure peace with freedom and justice.

Programs engage policymakers, opinion leaders, and citizens interested in solving problems and finding opportunities that present themselves in an increasingly interdependent world. Areas of particular interest are: global security, US foreign relations, sustainable development, human rights, the United Nations, and the expansion of policy deliberations to include wider public representation.

Activities include:

- Roundtable, off-the-record conferences and meetings for influential leaders and experts.
- Congressional programs for senior staff.
- Citizen programs for educators, young people, churches, professional associations, civic groups, and educational institutions. These activities are often held in collaboration with other non-profit organizations.
- Production of *Common Ground*, a weekly public radio program on world affairs.
- Publication of the monthly magazine, *World Press Review*.
- Publication of conference reports.

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